

**ERRORS IN SPOKEN PRODUCTION MADE BY STUDENTS OF  
DEPARTMENT ENGLISH EDUCATION OF MUHAMMADIYAH  
UNIVERSITY OF SURAKARTA IN 2014/2015 ACADEMIC YEAR**



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**ABSTRACT**

*The aim of this research is to describe the types of error, the frequency of error, the dominant error, and the source of error in spoken production made by students of Department English Education of Muhammadiyah University of Surakarta. The type of this research is descriptive qualitative research. In collecting data, the writer watches, observes then writes the scripts of the videos of microteaching class. The writer uses theory of Clark and Clark to analyze speech error and found six types of them, namely: filled pause, silent pause, repeats, correction, stutter, and retraced false start. From the data, the research found 420 error utterances that consist of 339 utterances or 80,72% of speech error, 60 utterances or 14,28% in morphological error, and 21 utterances or 5% in syntactical error. The writer found 29 utterances containing silent pause or 6,90% of silent pause, 219 utterances containing filled pause or 52,15% of filled pause, 69 utterances containing repeats or 16,43% of repeats, 7 utterances containing corrections or 1,67% of corrections, 7 utterances containing stutters or 1,67% of stutters, and then 8 utterances containing retraced false starts or 1,90% of retraced false starts, 46 utterances or 10,95% of vocabulary errors, 14 utterances or 3,33% of errors in the selection of words, 10 utterances or 2,38% of omission of bound morpheme, 6 utterances or 1,43% of addition of bound morpheme, 5 utterances or 1,19% of omission of to be. The dominant error is speech error especially filled pause. The writer finds two sources of error. The first is cognitive reason where the speakers need brain processing where information is processed to utter by speech. The second is psychological reason that happens when the speakers feel anxious, nervous, in hurry or other that can affect the speakers to be confident or un-confident that makes them difficult to produce speech.*

**Keywords: speech production, speech error, grammatical error**

## A. INTRODUCTION

English language has been an International language. It means that English language is very important for everyone. By using English language everyone can interact with other people from different countries. Therefore, English has been one of the courses in Indonesian education. Generally, there are many courses in English Department Students, one of them is microteaching class.

As prospective English teachers the students have to get microteaching class to practice their ability to prepare and try to teach like a teacher that teach the students in a microteaching class that is given in sixth semester. Microteaching is a practice or training to teach for the students. They must use English when they teach in front of the class. The result is there are a lot of errors in their speech production. For that, in speech production, speakers often need thoughtful planning before executing the speech they want to produce. According to Clark and Clark, (1977: 224) in Fauziati, (2011: 83) the speech production can simply be described as the speakers first plan what they want to say based on how they want to give effect to their listeners. They then put their plan into execution, uttering the segments, words, phrases, and sentences which make up the plan. The other definition, in Fauziati stated that "Error is considered as an inevitable and positive part of that process" (Fauziati, 2009:168). The student is learning English and makes an error deemed natural. Based on description above, the researcher is interested in analyzing error in spoken production made by English Department Student, especially in microteaching class.

There are some previous studies on error analysis. The first research is by Fadhila (UMS, 2013) entitled "*Error in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta*". The study describes the frequency and dominant, and explains the sources of error. The research collects micro teaching video from her friends. The research makes the transcript of the video as the source of the data.

The second research is by Rakhmawati (UMS:2011) entitled “*A Psycholinguistic Analysis of Speech Errors Made by Rachel Ray TV Show*”. The aims of this study are to give a description of speech error phenomena which occur in the Rachel Ray TV Show. This research is to find out the type of speech error and the sources of speech errors in this program.

In this research, the writer uses some theories related to the topic. The theories are speaking skill, speech production, speech error, and error analysis. Then, the writer analyze the data especially speech error by using Clark and Clark to analyze. Clark and Clark (1977) divided the speech error into nine types. There are silent pause, filled pause, repeats, correction, stutters, interjection, retraced false start, unretraced false start, and slip of tongue. Here, Clark and Clark also discovered three possible sources of planning difficulty, there are: cognitive reason, psychological reason, and social reason.

The objectives of this research are to describe (1) the type of error, (2) the frequency of errors, (3) the dominant errors, and (4) the sources of errors made by students of Department of English Education UMS in microteaching class.

## **B. Research Method**

In this part, the writer uses descriptive qualitative method to describe the type of error, the frequency of error, the dominant error, and the source of error in spoken production mad by students of English Department of Muhammadiyah University of Surakarta. The subject of this research is the students of sixth semester who take microteaching class. The object of this research is error in spoken production mad by students of English Department of Muhammadiyah University of Surakarta consists of 16 students. The data of this research are utterances containing errors made by the students of English department of UMS in video of microteaching class.

In this research, the method of collecting the data is documentation, as follows: (1) The writer collects the video from the lecturer in microteaching class, (2) The writer watches and listens the videos and write the scripts of the videos, (3) The writer reads and identifies the data that include the utterances of errors, (4) The writer

selects the data based on the types of errors, (5) The writer classifies the type of errors in speaking English.

In analyzing data, the researcher uses descriptive qualitative technique in Sugiono (2009) according to Miles and Huberman (1994) as follows:

#### 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appear in notes, transcripts, documents, etc. and it includes identification the data, selecting the data whether error or not error utterance.

#### 2. Data Display

Data displays are an organized way of compressing information and assembling it in ways that help to draw conclusions. Data display includes: a). Describing the data (utterance containing errors) based on the types of errors by using speech error and errors analysis theory, b). Counting the number of each type of error, and then researcher count the frequency by this formula:

$$\text{Error percentage} = \frac{\text{the number of each type of error}}{\text{The total number of data of error}} \times 100\%$$

The total number of data of error

- c). Selecting the dominant of the errors based on the frequency of the error data,
- d). Explanation the source of each utterance containing of error in the data.

#### 3. Conclusion Drawing and Verification

Conclusion drawing and verification includes make the conclusion from the research result to answer the problem statements in this research.

### C. Research Finding and Discussion

#### 1. Research Finding

After observing errors in spoken production in microteaching conducted by students of department of English education of UMS, the writer finds types of error that divided into two parts there are speech errors and grammatical errors. The researcher discusses and describes the finding by Clark and Clark to analyze them.

### a. Types of Errors

In this part, the researcher finds two types of error:

1) Speech Error. The researcher analyzes the data based on theory of type of error suggested by Clark and Clark (1977: 267-268). The common types speech error can be classified into 9 types. But in the data, the researcher only finds six types of error. There are: a). Silent pause means a period of no speech between any words (Fauziati, 2011:90). The examples of silent pause is "*and.. I think today is enough*". After the word *and*, the speaker stops and keeps silent for few minutes. Then, the speaker completes the sentences by saying *I think today is enough*. According to example, the speaker gets difficulty do silent for few minutes and thinks for the next utterances, b) Filled pause is a gap filled by ah, er, ee,em,uh (Fauziati, 2011:90). Filled pause means a gap filled by speech sound. It occurs when the speakers try to find the next word but the speakers not realize that they produce that sound. The example of filed pause that found in data is "*Ok. Eem.. I know we are talking about it's my birthday*". According to the example, the speaker get trouble to find the intended word, but the produce sound "emm" when he thinks simultaneously with speech. After saying *Ok*, the speaker hesitated for a moment, but he prepare to fill a gap by producing sound "emm" while thinking of what h would say next before continuing the next words, c). Repeat is one of the types of speech errors. Repeat means that the speakers are repeating of one or more words in a row. In the data taken from the microteaching's video made by English department students, the researcher finds "*I'm very-very thanks for your coming to this class*". From the example, the speaker repeats the word *very* twice and it belong to a repetition error, d) Correction occurs when the speaker correct one word or more. Correction uses explicit correction to correct the word such as I mean, rather, what we call. The example of correction is "*Today we learn I mean we have learn animal kind of*

*animals*". The speaker say *today we learn*, but the speaker correct the sentence into *we have learn animal kind of animals*. In the middle of the sentence, the speaker correct the sentence using explicit of correction *I maen*, e) Stutters are type of speech errors. Stutters is speakers who Sutter speak rapidly the same sound or syllable, as in turn on the h- h -h heater switch. It called Sutter because the speaker speaks rapidly the same sound or syllable. In the data, the researcher finds "*And then you know different differences of animals*". From the example, we can know that the speaker actually planning the next word to say, but she get trouble when she utters *differences*, f). Retraced False Start is repetition of one or more words before the corrected words. In the data, the researcher find "*What the character/what the physical characteristic?*". In the first, the speakers say "*What the character*" but h thinks not correct. So, the speaker corrected by saying "*what the physical characteristic?*".

2) Grammatical Error. Grammatical error consists of a morphological error and syntactical error. a) Morphological Error consists of (1) Vocabulary error, from the data vocabulary error is error that is produced by speakers with insert Indonesian language in English lesson. The example "*she has kelainan pigmen in indonesia*". The speaker uses Indonesian language *kelainan pigmen* to continue her utterance, (2) Error in the selection of word is error one of types of errors in the morphological level. It occurs the speakers don't know the right sentences or grammatical error sentence. For example "*What is the purpose a text description?*" from the example the word "a" here is not correct. So, it must be changed by using the word "of". b) Syntactical Error. In this part, the researcher analyzes the types of error made by the writer on combination of linguistic category and surface strategy taxonomy. Syntactical error consists of: (1) Omission of bound morpheme. According to James, 1998: 94-112 in Fauziati, 2011:145, omission is a type of error which is characterized by



the absence of an item that must appear in a well- formed utterance. In grammatical words, such as noun and verb inflection –s, -ed, -ing. In the case, the writer finds “*And then, third group*”. The speaker makes a grammatical error when she was utter “*third group*”. It is clearly uncorrected form, because there is plural that should be followed by morpheme –s and the right utterance is *And then, third groups*. (2) Addition of Bound Morpheme is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well-formed utterance (James 1998:94-112 in Fauziati 2011:145). In grammatical words, addition of bound morpheme such as addition –ing, -s, -ed. For example “*Can you spelling?*” from the example, “*can*” as a modal should be followed by verb 1 *spell*. (3) Omission of “to be”. In this case, if there is no verb in sentence, the speaker must use “to be” to make grammatical sentence. The use of “to be” depends on the subject. To be “*am*” is used to follow subject “I”, to be “*is*” is used to follow subject “he/ she/ it” and to be “*are*” is used to follow subject “you/ we”. The researcher finds the sentence “*Before we going at the class we pray Alhamdulillah together*” from the data, the word going in the sentence is adjective, the speaker must insert a “to be” between subject and adjective. So, the right sentence from the example is “*Before we (are) going at the class we pray Alhamdulillah together*”.

#### **b. Frequency and Dominant of Error**

Frequency of each type of errors means that the writer tries to count the data and make frequency for each type of error. The data that taken from microteaching class, the researcher has found all types of speech errors beside on the theory Clark and Clark.

By looking at the data presented above, it can be understood that among these eleven categories of errors. Total of the data are 420 utterances. The researcher divides each types of in detail. Firstly, the

researcher finds 339 utterances containing speech errors or 80,72% of speech error. Obviously the types of speech error appear in the data are silent pause, filled pause, repeats, correction, stutters, and retraced false. The researcher finds 29 utterances containing silent pause or 6,90% of silent pause, 219 utterances containing filled pause or 52,15% of filled pause, 69 utterances containing repeats or 16,43% of repeats, 7 utterances containing corrections or 1,67% of corrections, 7 utterances containing stutters or 1,67% of stutters, and then 8 utterances containing retraced false starts or 1,19% of retraced false starts.

Secondly, the researcher finds 60 utterances or 14,28% in morphological error. Here, the researcher divides the morphological error into 2 parts, namely vocabulary error and errors in the selection of words. From the data, the researcher finds 46 utterances containing vocabulary errors or 10,95% of vocabulary errors, and then 14 utterances containing errors in the choice of words or 3,33% of errors in the selection of words.

The last, the researcher finds 21 utterances or 5% in syntactical error. Types of error appear in the data are omission of bound morpheme, addition of bound morpheme, and omission of to be. Based on the data above, the researcher finds 10 utterances containing omission of bound morpheme or 2,38% of omission of bound morpheme, 6 utterances of addition of bound morpheme or 1,43% of addition of bound morpheme, 5 utterances containing omission of to be or 1,19% of omission of to be.

#### **c. The Dominant of Speech Error**

The dominant type of error that is found in Microteaching class can be seen from the result of the error that appear dominantly is speech error since the researcher found 339 utterances from 420 utterances or about 80,72% of speech error. In specific, the dominant error is filled pause with the total number of speech error are 219 utterances or about 52,15% of filled pause. The second dominant of type error is repeats with the total

number of speech 69 utterances or about 16,43%. The third dominant of error is come from morphological error especially vocabulary error with the total number of error are 46 utterances or about 10,95%.

#### **d. The Sources of Error**

In this part, the researcher tries to find out the sources of error. The researcher used Clark and Clark theory about the source of error, as follows:

1) Cognitive Reason. In the cognitive reason, the complex subject makes the speaker difficult to speech clearly. Such as in Microteaching class, the students have complex situation where they must remember and present the material clearly. So, the students are possible to appear error in their speech. In fact, the students should stop or take for second to think the words that they want to say and produce sound like “emm”, “ee” and etc. for example “Ok. Eem.. I know we are talking about it’s my birthday”, the speaker produce sound “emm” in the middle of sentence, because the speaker is not fluent to deliver the material. The students make error because the students and time to think about what they say to the next word. The students should master the material and explain it to the other in English and it is not easy for them.

2) Psychological Reason. In this case, especially the students have planned the sentence and idea. Sometimes, the students cannot say with fluency in their mind. Feel nervous, anxious in hurry or other can affected the speaker to be confident or un-confident that makes them difficult to produce speech. So, the students should master each material that their explain. In the Microteaching class, the students in delivering materials feel nervous because they should fluency in deliver the material and should practice stand up in front of the class, they already do not master yet. For example “Ee... I-I will ask you”. The speaker makes two speech error in one sentence, filed pause and repeat.

## **2. Discussion**

In this part, the researcher discusses the research finding of this research which compare to the finding of the previous researches. The researcher also explains the finding of the research such as the types of speech error, the frequency of each type of error, the dominant error, and the sources of error.

The finding of this research shows that there are 3 classification of error. The first is speech error. In speech error there are six types of error appear in the data, namely silent pause, filled pause, repeats, corrections, stutters, and retraced false starts. The second is morphological error. There are two types of error appear in the data, namely vocabulary error and error in the selection word. The third is syntactical error. The researcher divides syntactical error into 3 parts. They are omission of bound morpheme, addition of bound morpheme, omission of to be. The dominant of error is filled pause with the total number 219 utterances or 52,15% for speech error.

The researcher tries to compare this study with the previous study. There are similarities between this research and all of previous study in the theory and the dominant of error, the result of percentage is different from the others.

The researcher uses Clark and Clark theory to know the sources of error. Actually there are three of sources of error based on the Clark and Clark theory (1977:271). They are cognitive, psychological, and social reason. Here, the researcher just found two sources of error, namely cognitive and psychological reason. Social reason is used when the speaker makes error with the people who have high position. Because of the data is taken from Microteaching video, so the researcher not uses the social reason.

## **D. Conclusion**

After analyzing the data, the writer arranges some conclusion based on the error utterances found in microteaching class of Department of English Education of Muhammadiyah University of Surakarta. The conclusions are as follows: a) The writer found two kinds of error, namely speech error and

grammatical error. Based on those types of error, the writer found six types of speech error namely (1) silent pause, (2) filled pause, (3) repeats, (4) correction, (5) stutters, (6) retraced false start. In grammatical errors there are two types, named (1) morphological error and (2) syntactical error. The writer also divides the morphological error there are vocabulary error and error in the selection of word and divides syntactical word into omission of bound morpheme, additions of bound morpheme and omission of to be. b). Based on the frequency, the writer found 420 error utterances that consist of 339 utterances or 80,72% of speech error, 60 utterances or 14,28% of morphological error and 21 utterances or 5% of syntactical error. The writer found 29 utterances or 6,90% of silent pause, 219 utterances or 52,15% of filled pause, 69 utterances or 16,43% of repeats, 7 utterances or 1,67% of correction, 7 utterances or 1,67% of stutters, 8 utterances or 1,19% of retraced false start, 46 utterances or 10,95% of vocabulary error, 14 utterances or 3,33% of error in the selection of word, 10 utterances or 2,38% of omissions of bound morpheme, 6 utterances or 1,43% of additions of bound morpheme, and 5 utterances or 1,90% of omission of to be. c). The writer assumes from the frequency above that the dominant error of this research is speech error especially filled pause that means gap filled by speech sound and the speakers produce sounds like emm, ee, umm, etc in their speech. There are 219 utterances or 52,14%. c. The writer also found two reasons that make the utterances become error. There are cognitive reason and psychological reason. As the result, the writer opines that the students in the microteaching class of Department of English Education of UMS still applies a lot of error in their speech, since the writer found 420 error utterances.

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